



**Indiana Professional Standards Board
Beginning Teacher Assessment Program (BTAP)**

MATHEMATICS

2003-2004 School Year

"The information presented in this handbook is intended to provide guidance to beginning teachers in Indiana and their administrators in complying with the requirements of the Beginning Teacher Assessment Program (BTAP). *Any other use or application is strictly prohibited.*"

These portfolio guidelines have been developed as part of the Beginning Teacher Assessment Program. They are intended to be used as part of a comprehensive program of assessment for purposes of determining eligibility for continued licensure. The Indiana Professional Standards Board does not endorse or encourage the use of these guidelines for other assessment programs or for other purposes.

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NOTE: *The following symbols are used to highlight instructions throughout the handbook*

- ✓ indicates information about something you must **DO**
- ✉ indicates a written response or other material you must **SUBMIT**
- ✎ indicates a question or prompt to which you must **RESPOND**

This beginning teacher portfolio handbook has been modified from the 2000-2002 Handbook for the Development of a Mathematics Teaching Portfolio being used with permission of the Bureau of Evaluation and Educator Standards, Connecticut State Department of Education, through a partnership with the Indiana Professional Standards Board (IPSB).

PREFACE

The Indiana Professional Standards Board (IPSB), established by the legislature in 1992, governs the preparation and licensing of education professionals. *The mission of the Indiana Professional Standards Board is to enhance the quality of learning for Indiana's P-12 students through establishing, maintaining and ensuring adherence to performance-based standards for Indiana P-12 education professionals throughout their careers.* In 1999, the IPSB adopted fifteen content and four developmental standards for teachers. Modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC) core principles, the standards for teachers describe effective practices for education professionals throughout their preparation and career. The level of proficiency expected, however, will become more comprehensive and more skillful at each successive stage of the teacher's career. These standards provide a strong linkage to Indiana's goals for students in P-12 education.

Once the standards were adopted, a model for assessing the teachers' practices that exemplifies those standards was initiated. A portfolio prototype was designed by INTASC to assess teachers' performances in specific content areas. These standards-based portfolios are performance assessments, which demonstrate what teachers know and can do within the context of their own classrooms and fields of study.

After receiving an Initial Practitioner License, beginning teachers will submit a portfolio, which includes evidence regarding lesson planning, student work and assessment, and teaching. These data are collected from an entire unit or topic of instruction. The beginning teacher portfolio is uniquely designed to equip teachers for teaching practice by providing instruction and reflective inquiry that relates to learners. The portfolio focuses on teachers' abilities to effect growth within learners and calls upon their reasoning and judgment to link the success of the learner to their instructional practice.

The standards and assessments for preparing and licensing teachers are purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students. For this reason, the IPSB believes that Indiana will have teachers who are effective in helping *all* students learn.

ACKNOWLEDGEMENTS

The Indiana Professional Standards Board (IPSB) recognizes the contributions of practicing classroom teachers, higher education faculty members, building and district level administrators, and other education stakeholders who worked on the advisory committees that developed the standards, or served on focus groups for feedback to the standards. The IPSB appreciates the many seminar leaders and portfolio scorers who contribute time and energy to the development of the assessment system. The IPSB recognizes the time and effort that classroom teachers invest by submitting portfolios to integrate the teaching standards with their classroom practices. The documentation of their teaching in relation to their students' growth contribute to the development and quality of the assessment program for beginning teachers as well as the enhancement of student learning.

As noted, the IPSB recognizes the work that has occurred through the auspices of the Bureau of Program and Teacher Evaluation, Connecticut State Department of Education, in the development of this portfolio. This draft handbook has been modified in order to reflect Indiana's standards for teachers and program.

SECTION I. THE BEGINNING TEACHER ASSESSMENT PROGRAM (BTAP)

Since its inception in 1992, the Indiana Professional Standards Board (IPSB) educational agenda has focused on promoting high standards for teachers in an effort to enhance student learning. Improving the quality of Indiana's teachers has been viewed as central to improving student achievement.

Central to Indiana's teacher improvement initiatives is the Beginning Teacher Assessment Program (BTAP), a two-year **teacher assessment program** that provides the following:

- **support** for beginning teachers through school/district-based mentors or support teams and programs, and other forms of professional development
- **assessment** through a **content-specific teaching portfolio** submitted during the second year of teaching

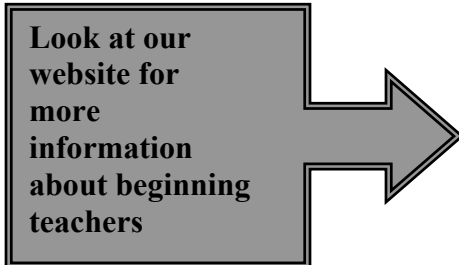
In the portfolio, beginning teachers document a unit of instruction around important concepts or goals in a series of lessons, assess student learning, and reflect on their students' learning and the quality of their teaching. The portfolio includes lesson logs, videotapes of teaching, examples of student work and student assessments, and teacher commentaries.

In order to be eligible for the Proficient Practitioner License, beginning teachers must demonstrate mastery of essential teaching competencies related to content knowledge, planning, instruction, and assessment. **Beginning teachers who do not meet the portfolio performance standard in their second year will be required to submit a portfolio during their third year in the BTAP.**

The goals of the BTAP include the following:

- ensuring that all students have high quality, committed and caring teachers
- promoting effective teaching practice leading to increased student learning
- providing effective support and feedback to new teachers so that they continue to develop their knowledge base and skills and choose to remain in the profession
- providing standards-based professional development for both novice and experienced teachers
- developing teacher leaders by recognizing and using the expertise of Indiana's exemplary teachers as mentors, scorers, and trainers of beginning teachers and as resources for all their colleagues

The BTAP has substantially impacted both new entrants to the teaching profession and Indiana's experienced educators. Many of the current teachers, university faculty, and administrators have been trained to serve as mentors of beginning teachers and/or scorers of portfolios, or participated in the BTAP during the early part of their careers.



**Look at our
website for
more
information
about beginning
teachers**

www.in.gov/psb

- Standards for Mentors of Beginning Teachers
- Guidelines for Mentor Training Programs
- Proposal Submission Process for Mentor Training Programs
- Guidelines for Support to Beginning Teachers and Their Mentors/Coaches

SECTION II. UNDERSTANDING TEACHING PORTFOLIO REQUIREMENTS

In 1994, the Indiana Professional Standards Board (IPSB) adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) principles for initial licensing of teachers as the basis for Indiana's new system for preparing and licensing teachers.

The IPSB adopted the INTASC core standards, including knowledge, disposition and performance statements, because its members believe that it is the responsibility of the profession and of policy makers to be explicit about those characteristics, to insure that the opportunity to develop them is honored in the preparation process, and that fair and disciplined judgments are made over time by appropriate professionals knowledgeable about the candidate.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM

Model Standards for Beginning Teachers Licensing and Development

- Principle # 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle # 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle # 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle # 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.
- Principle # 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Principle # 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle # 7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
- Principle # 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Principle # 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

INTASC: Interstate New Teacher Assessment and Support Consortium is a program of the Council of Chief State School Officers, established in 1987 to enhance collaboration among states interested in rethinking teacher assessment for initial licensing as well as for preparation and induction into the education profession.

INTASC Core Model Standards: These standards are model standards developed by INTASC for beginning teacher licensing and development.

STANDARDS-BASED TEACHING IN MATHEMATICS

Mathematics is an essential tool for formulating, analyzing, and solving problems. Therefore, school mathematics programs must prepare students to proficiently apply a range of numerical, algebraic, geometric, and statistical concepts and skills. **This implies a careful balance of procedural skill, conceptual understanding, and problem solving competency in all instruction.** These ideals are summarized in the INTASC principles and the *Indiana Standards for Teachers of Mathematics*.

In such a mathematics program, students would be doing the following:

- engaging in tasks that promote mathematical reasoning, communication and problem solving, and procedural skills
- interacting with each other, as well as working independently
- using textbooks as one of **many** instructional resources to develop conceptual understanding
- using manipulative materials, technology, and other tools when appropriate
- applying mathematical ideas to real-life situations and thinking of mathematics in realistic contexts
- communicating verbally and in writing to explain their reasoning and solutions
- proposing alternative approaches and challenging, defending, confirming, and verifying possible solutions

To enable students to do the above, teachers would be doing the following:

- setting high expectations for students in word, tone and deed
- aligning instruction with the district's mathematics curriculum, the *Indiana Academic Standards*, and the skills and concepts assessed on the *Indiana Statewide Testing for Educational Progress Plus* test (*ISTEP+*)
- providing students with meaningful mathematical tasks and problems
- promoting collaboration and communication among students
- encouraging students to find alternative approaches and solutions
- seeking answers to "why?" and expecting students to explain their reasoning
- using the textbook as one of several resources for planning and conducting instruction
- modeling and encouraging the use of manipulative materials, calculators and other tools, as appropriate, to enhance the development of mathematical understanding
- embedding assessment opportunities into all activities to monitor learning
- moving around the room, monitoring learning, keeping students on task, and assessing individual progress
- working collaboratively with school and grade-level colleagues on solving common problems, instructional planning, and mutual support

The standards-based model of learning and teaching summarized above forms the basis of the Indiana Mathematics Teaching Portfolio. This portfolio is designed to allow the beginning teacher to show that he/she understands, can articulate, and implement these standards of teaching and learning. **To access the Indiana Standards for Teachers of Mathematics, go to the IPSB website:**

Indiana Professional Standards Board

www.in.gov/psb/

Click on "Standards"

OVERVIEW OF THE MATHEMATICS TEACHING PORTFOLIO

TASK	WHAT TO DO	WHAT TO SUBMIT
PART A: THE CONTEXT OF YOUR TEACHING	<ul style="list-style-type: none"> ✓ Select the course and class with which you will work. ✓ Select two students in the class whose work you will highlight. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching Portfolio Class Profile Form <input type="checkbox"/> Written commentary that sets the context for instruction (1-3 pages)
PART B: DESCRIBE A COHESIVE SET OF MATHEMATICS LESSONS	<ul style="list-style-type: none"> ✓ Select a cohesive set of lessons organized around an important mathematical topic or idea. 	<ul style="list-style-type: none"> <input type="checkbox"/> Series of Lessons Form <input type="checkbox"/> Commentary on planning (2-4 pages) <input type="checkbox"/> Daily Lesson Logs (up to 3 pages per day) AND copies of handouts, text pages, overheads, assignments and assessment tasks
PART C: VIDEOTAPE TWO FEATURED LESSONS	<ul style="list-style-type: none"> ✓ Select and videotape two lessons. ✓ Submit student work you used to evaluate student learning in each of the featured lessons. 	<ul style="list-style-type: none"> <input type="checkbox"/> Two Featured Lesson Forms <input type="checkbox"/> Two copies of the VHS tape containing 15-20 minutes from each of the two featured lessons <input type="checkbox"/> Student work for each of the two students, including feedback provided, from each of the two lessons <input type="checkbox"/> Two commentaries, one for each of the two lessons (2-3 pages each)
PART D: ASSESSMENT OF STUDENT LEARNING	<ul style="list-style-type: none"> ✓ Select a formal assessment that addresses learning across several lessons from the series of lessons that framed this portfolio. 	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of the assessment <input type="checkbox"/> Answer key and/or scoring guide <input type="checkbox"/> Marked copies of the two highlighted students' work that reflect your evaluation and feedback provided to the students <input type="checkbox"/> Commentary on the assessment and its results (1-3 pages)
PART E: ANALYSIS OF TEACHING AND HOW IT RELATES TO STUDENT LEARNING	<ul style="list-style-type: none"> ✓ Reflect on the series of lessons taught. 	<ul style="list-style-type: none"> <input type="checkbox"/> Commentary based on the review of your portfolio and teaching performance (1-3 pages)

Note that commentaries and video segments must adhere to specified page or time limitations. Scorers may not read text or view video that exceeds these limitations. THE PORTFOLIO CONTAINS DAILY LESSON LOGS, VIDEOTAPED LESSONS, STUDENT WORK SAMPLES, PLUS MAXIMUM 15 PAGES OF WRITTEN COMMENTARY

THE PROCESS FOR THE EVALUATION OF THE MATHEMATICS TEACHING PORTFOLIO

The teaching portfolios submitted during a beginning teacher's second year of participation in BTAP are scored during the summer. Each portfolio is evaluated by at least two experienced educators with extensive teaching experience in the same content as the beginning teacher. Each scorer has had at least 50 hours of comprehensive training in the scoring of portfolios and has met a proficiency standard prior to participating in formal scoring.

The Portfolio Evaluation Steps

1. Collecting and recording evidence through note taking

At least two scorers, working independently, will review your portfolio for the purpose of recording evidence.

2. Interpreting the evidence

Evidence is then organized around a series of **Guiding Questions** that are derived from the *Indiana Standards for Teachers of Mathematics*. (Guiding Questions are found in this handbook under the heading, "Framework for the Evaluation of the Mathematics Teaching Portfolio.")

3. Evaluating the quality of the teaching documented in the portfolio

Independently, each scorer identifies patterns of evidence that are applied to a scoring rubric. Then, using the patterns of evidence and a decision guide, an overall portfolio score is assigned.

4. Reaching an agreement on the score

Once each scorer has reached a decision about the quality of the portfolio, then both scorers reconvene, review their individual evaluations, and reach agreement on a final portfolio score.

5. Re-scoring of portfolios not meeting the acceptable performance standard

Any portfolio that does not meet the performance standard of "Acceptable" is re-scored by another portfolio scorer. If the second portfolio evaluation is again scored "Conditional," then a Lead Scorer will read the portfolio for score confirmation.

6. Providing information about the portfolio

An individual Portfolio Performance Profile that summarizes performance on the portfolio according to the scoring rubric will be sent to you in September. Only your portfolio results will be sent to your superintendent of schools in accordance with state regulations.

7. Additional performance feedback

Teachers whose portfolios do not meet the "Acceptable" standard are eligible for a personal conference with a portfolio scorer who will provide individualized feedback to the teacher about his/her portfolio evaluation.

FRAMEWORK FOR THE EVALUATION OF THE MATHEMATICS TEACHING PORTFOLIO ¹

The framework for the portfolio evaluation is organized around the following **Guiding Questions** that portfolio scorers use to analyze evidence from the portfolio. Beginning teachers may use these questions to assess the quality of their own portfolios.

Category I: INSTRUCTIONAL DESIGN

How well does the teacher select and implement tasks that promote student understanding of mathematics?

- I.1 Describe the focus of the learning tasks and how they provide students opportunities to develop mathematical understanding.
- I.2 Describe the appropriateness of the tasks based on the abilities, interests, and learning styles of the students.
- I.3 Describe the accuracy and clarity of the tasks.
- I.4 Describe the teacher's use of materials, models, and/or technology to support student learning.

Category II: INSTRUCTIONAL IMPLEMENTATION

How well does the teacher engage students in mathematical problem solving, mathematical thinking, and discourse (written and spoken) about mathematical ideas?

- II.1 Describe the mathematical approaches used by students to explore problems and communicate their reasoning.
- II.2 Describe how the teacher used instructional strategies to promote the active engagement of students in the learning of mathematics.
- II.3 Describe the accuracy and clarity of the teacher's explanations and directions.
- II.4 Describe the classroom management and the resulting learning environment.

Category III: ASSESSMENT OF LEARNING

How well does the teacher use assessment to promote student learning?

- III.1 Describe how the teacher used formal and informal assessment to monitor students' learning and reasoning.
- III.2 Describe the evaluation criteria for students' work and how they are related to the unit's goals.
- III.3 Describe how the teacher provided students with feedback about the quality of their work.

Category IV: ANALYSIS OF TEACHING AND LEARNING

How well does the teacher use formal and informal assessments of student learning to promote further growth?

- IV.1 Describe how the teacher analyzed student learning and connected it to classroom practice.
- IV.2 Describe how the teacher used his/her reflection on teaching and learning to make instructional improvements.

¹ Guiding Questions and categories are annually reviewed by committees of practitioners, and may be clarified as part of establishing benchmarks of performance for portfolio scoring.

STANDARDS OF PERFORMANCE FOR BTAP TEACHING PORTFOLIOS

(Subject to change from pilot study)

Acceptable Standard of Performance

Level 4: demonstrates an advanced level of competence in meeting the standards

Level 3: demonstrates a proficient level of competence in meeting the standards

Level 2: demonstrates a competent level of competence in meeting the standards

Consequence: eligibility for the Proficient Practitioner License provided all other requirements are met

Conditional Standard of Performance

Level 1: demonstrates a conditional level of competence in meeting the standards

Consequence in Year Two: eligibility for a third year in the BTAP and resubmission of a teaching portfolio

Consequence in Year Three: ineligibility for the Proficient Practitioner License

Unacceptable Standard of Performance

- 1) **Not scorable/incomplete:** deficiencies in the portfolio documentation resulting from directions not followed or missing components, thereby preventing the portfolio from being scored in a fair or reliable manner

Consequence in Year Two: eligibility for third year in the BTAP and resubmission of a teaching portfolio

Consequence in Year Three: ineligibility for the Proficient Practitioner License

- 2) **Score of “0”: Violation of the Code:** evidence of conduct constituting any impropriety or offenses as listed in Indiana Code 20-6.1-3-7

Consequence in Year Two: eligibility for a third year in the BTAP only if requested in writing by the superintendent of schools

Consequence in Year Three: ineligibility for the Proficient Practitioner License

STANDARDS OF COMPLETION FOR BTAP TEACHING PORTFOLIOS

Each beginning teacher seeking eligibility for a Proficient Practitioner License must meet the following standards of completion.

Definition of Standards of Completion

The standards of completion have three components: comprehensiveness, adequacy, and timeliness of submission, all of which must be met.

1. **Comprehensiveness**

All components of the teaching portfolio are present: lesson logs, videotape(s), student work, and commentaries (as outlined in portfolio handbook guidelines).

2. **Adequacy**

The contents of the portfolio reflect that the beginning teacher *has followed the portfolio handbook directions* with regard to the following:

- period of time teaching is documented
- type of lesson and duration of lesson segments recorded on videotape
- nature and quantity of student work
- content of the lesson commentaries (i.e., teacher's narrative is consistent with the questions asked)

3. **Timeliness of submission**

The portfolio must be received by the specified deadline, *on or before May 1*. Exemptions to this deadline must be requested in writing to the Indiana Professional Standards Board (IPSB), and will only be granted upon a finding of good cause.

Conduct in Accordance with the Code

The teaching documented in the portfolio must reflect professional and ethical conduct.

Consequences for Failure to Meet Standards of Completion at End of Year Two

The beginning teacher will be required to participate for an additional year in the BTAP and re-submit a portfolio during year three. A copy of the letter informing the beginning teacher that he/she has not met the standards of completion will be sent to the superintendent and principal.

Consequences for Failure to Meet Standards of Completion at End of Year Three

The beginning teacher is considered to have not met the BTAP requirements and is not eligible for a re-issuance of the Initial Practitioner License. In order to be eligible to teach in the future in an Indiana public school, the candidate must petition the IPSB to determine future eligibility for an Initial Practitioner License.

INVALIDATION OF TEACHING PORTFOLIO SUBMISSIONS

Portfolio scorers file a Portfolio Incident Report when they encounter situations or problems that may interfere with scoring the portfolio overall or with scoring the portfolio in a fair or reliable manner. Examples of invalid submissions include but are not limited to the examples listed below.

- Portfolio handbook directions are not followed.
- Components of the portfolio are missing (e.g., commentaries, student work, or videos).
- Work samples or other materials are illegible.
- Technical problems with the videotape (e.g., no audio).
- Some or all of the student work or the video is from a class other than the one highlighted in the portfolio unit.
- Student work is not original.
- There is evidence that a videotaped segment has been edited.
- There is evidence that portions of the portfolio submission (e.g., commentaries, videos) are not the beginning teacher's work or represent work that has been plagiarized.
- There is evidence that ethical codes of conduct have been breached.

The Portfolio Incident Report is then referred to the BTAP Review Committee which will determine whether there is sufficient evidence to warrant the invalidation of the portfolio submission, thereby requiring subsequent resubmission of a portfolio or another alternative as determined by the BTAP.

Note 1: *Any substantiated evidence of plagiarism or other unethical practice will result not only in a portfolio being considered "unacceptable," but also in notification to the superintendent of schools.*

Note 2: *The Indiana Professional Standards Board reserves the right to share the contents of a Portfolio Incident Report, as well as the portfolio itself, with the school district if there is evidence in the portfolio that the safety or well being of students has been jeopardized.*

REQUIRED TEACHING PORTFOLIO FORMAT

Materials Required for Portfolio Submission

In order to assemble your teaching portfolio, you must obtain the following materials:

- several blank VHS videotapes to tape lessons

Note: Do not submit mini-cassettes.

Note: Submit the original tape and one copy. Keep a copy for yourself.

- one letter-size (8 ½" x 11") accordion folder without flaps or ties

Note: Do not enclose individual portfolio pages in plastic page protectors.

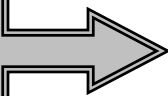
Documentation and Commentaries

Preparing your portfolio requires collecting students' work, videotaping specific events in class, and writing commentaries that explain the choice made as a teacher (e.g., what you taught, how you taught it, and why you made certain decisions). The teaching portfolio is composed of two general types of information: documentation and commentaries.

Documentation includes items such as lesson logs, students' work, assessment tools, and videotapes.

Commentaries are the written responses and reflections to specific questions in each part of the portfolio guidelines. Page limits are identified for commentaries in each portfolio part.

**Commentaries
must be submitted
in a specific format**



- typed or computer processed on 8 ½" x 11" white paper
- double-spaced with 1" margins
- single-sided
- non-script type font no smaller than 12-point size

Note that commentaries and video segments must adhere to page or time limitations as specified in the portfolio. Scorers are instructed not to read additional text or view more video beyond these limitations.

Pagination

The Teaching Portfolio Class Profile Form (Appendix T.1) is the first page of the portfolio, but it is **not numbered**. The pagination process starts with the next page. Make sure that every page of the portfolio is paginated, including student work. (Page numbers may be handwritten.)

Candidate Identification Number

Your **Candidate Identification Number (Candidate ID #)** is composed of your Social Security Number preceded by codes to indicate your content area and the year of submission.

For mathematics, the coding is as follows: MA + last two digits of submission year + SSN (e.g., **If the submission year were 2003 and your Social Security Number were 123-45-6975, the code would be MA03-123-45-6789**).

Label **all** portfolio pages (documentation, student work, commentaries) with your **Candidate ID #**. If you use a word processor, include your Candidate ID# as a running header or footer on every page of your portfolio.

Confidentiality

Every effort is made to keep your name, school, and students' names confidential. Your portfolio and related materials may be used for training scorers and mentors, but your identity will be kept private. If your portfolio is to be used for any other purposes, your written permission will be requested. See Appendix V.3 for an explanation of BTAP policies related to portfolio materials.

Do not use your name or the name of your school in any part of your portfolio documentation. If it appears in any documentation, use "white out" fluid, correcting tape, or black marker to conceal it.

The student work included in your portfolio must be original and authentic, not transcribed by someone else. One-sided, **legible** photocopies are acceptable. Remove students' names from any written student work that you submit. If necessary, use "white-out" fluid, correction tape, or black marker to conceal students' names.

Videotaping

Prior to videotaping, notify parents or guardians of students in your class about the purpose of the videotapes required for your portfolio submission. English and Spanish parent/guardian notification forms are available at Appendices V.1 and V.2. Do not submit the signed forms as part of your portfolio but do keep them on file. **Do not submit mini-cassettes.**

When you submit your VHS videotapes (the original and one copy), **label both cassettes with only your Candidate ID #.** During videotaping, however, don't worry about calling students by name, or having them address you by name. Note that your name and other identifying information will remain confidential to the portfolio scorers.

Important Forms to Include with the Portfolio

- ✓ Complete the following four forms. Place them in numerical order, paper clip them as a group, and place in your accordion folder in front of the actual portfolio.

Do not include them as part of the pagination of your portfolio. They will be processed separately.

- **Return Receipt Form (Appendix R.1)**
This will be date stamped and returned to you following receipt of your portfolio.
- **Teaching Portfolio Authenticity Sign-Off Form (Appendix R.2)**
- **Teacher Demographic Information Form (Appendix R.3)**
- **Teaching Portfolio Reflection Form (Appendix R.4)**

DIRECTIONS FOR SUBMISSION OF THE TEACHING PORTFOLIO (Subject to change from pilot study)

Assembling the Portfolio

- ✓ Into **ONE** letter-sized (8 ½" x 11") accordion folder, submit the following:
 - paper clipped packet of completed forms R.1, R.2, R.3, and R.4
 - your original portfolio
 - one clearly readable, single-sided copy of the portfolio, including legible copies of students' work

Note: Be sure that double-sided originals are copied completely.

Note: Secure the original and the copy of your portfolio with binder clips.

- the original VHS videotape labeled with your **Candidate ID #**
 - one audible copy of the VHS videotape labeled with your **Candidate ID#**
- ✓ **Retain a complete copy of your portfolio for yourself, including a videotape copy, to ensure that the portfolio can be replaced if lost or misdirected in the mail. Remember, mini-cassettes will not be accepted.**
- ✓ **Before submitting the portfolio, it is your responsibility to ensure that all required documents and forms are included and that the videotape meets the acceptable technical quality criteria outlined in Appendix V.4. An incomplete portfolio is considered a “non-scorable” portfolio, and you will be required to re-submit a portfolio during a third year of participation in the BTAP.**

Deadline for Submission

Second year teachers: Completed portfolios must be postmarked on or before **May 1**.

Third year teachers: Teachers who are redeveloping a portfolio because of having previously received a “Conditional” score must submit their new portfolios to the address indicated below by **February 1**, to ensure notification of the results of this assessment prior to April 1. Any portfolios submitted after February 1, will not be scored until the following summer, with score notification in September.

Delivery and Mailing Address

Via U.S. Mail, Express Mail, or Hand-Delivery to:
 Indiana Professional Standards Board
 101 W. Ohio Street, Suite 300
 Indianapolis, Indiana 46204 -1953
 ATTN: BTAP Portfolio Assessment
 Phone: 1-317-232-9010 or 1-866-542-3672

HOW TO GET HELP WITH THE TEACHING PORTFOLIO

Your first point of contact for problems or issues with the BTAP is your principal or District Facilitator. He/she is responsible for ensuring that your mentor/mentor team provides you with appropriate instructional support, and facilitating opportunities for mentors/mentor teams to meet on a regular basis.

A two-year series of content-specific support seminars have been piloted and tested to assist beginning teachers in their understanding of teaching and student standards to enhance student learning. Models for these seminars linked to specific examples of activities are available on the IPSB website. These models are provided to assist schools in developing programs of support for beginning teachers in the BTAP.

State Information Website
 Indiana Professional Standards Board
www.in.gov/psb

SECTION III. GUIDELINES FOR THE DEVELOPMENT OF THE MATHEMATICS TEACHING PORTFOLIO

To begin the planning of your portfolio, you need to make key decisions, which will influence the portfolio you produce.

Identify a Colleague or Colleagues to Support You in This Project

The primary goal of any teaching evaluation is to improve teaching and to promote professional development. Teaching should not be an isolated activity. **Confer with professional colleagues** within your school or other professional arenas **to explore new ideas in the teaching of mathematics**. Throughout this process you are encouraged to reflect on your teaching, to share experiences with colleagues, and to seek and give feedback.

To help you through the portfolio development process, you will need a supportive colleague or certified mentor. (You may decide to work with two colleagues to take advantage of differing areas of expertise.) **This colleague or certified mentor should be an experienced mathematics teacher, mathematics supervisor, or mathematics teacher educator who thoroughly understands the NCTM standards.** He/she should encourage a level of trust and comfort that will promote idea sharing, risk-taking, and critiquing.

Identify a Series of Lessons as the Focus of Your Portfolio

A portfolio provides scorers with **multiple sources of information about your teaching**. You are asked to document a sample of your teaching over a 2-week period of time.

Identify a series of lessons that will showcase the following:

- the **kinds of tasks** that characterize your teaching
- the **type of discourse** that typifies your classroom
- the **environment** you have established for learning
- your **analyses of students' learning and your teaching**

The mathematical content you select should be important for the students at their level of learning. The students need to be actively engaged. **Any school math topic that is aligned with the Indiana Academic Standards for Mathematics can be turned into a portfolio unit.** Copies of these standards are available at the Department of Education website.

www.doe.state.in.us

Click on "Academic Standards"

Student work samples should be directly connected to your stated goals, objectives, and to your planned lessons. **Select the one piece per day that is the best assessment of student progress toward the stated objectives.** Student work samples should be in response to meaningful tasks that engage students in **higher levels of thinking** (problem solving, application of ideas and concepts) **instead of rote tasks.**

Video segments should show how you facilitate discourse. Focus on your teaching, on students interacting with you and their classmates, and on your ability to foster discourse around the key

mathematical ideas you are trying to develop. Review Appendices V.3 and V.4 for guidelines on videotaping.

As you look ahead to your goals and expectations for student learning between now and April, work with your colleague to identify a series of lessons that will meet these requirements and illustrate your best teaching. **If you are teaching the same course to several classes, choose one of your classes as the focus for this portfolio and include examples for only that specific class in your portfolio.**

Identify Two Students to Highlight in Your Portfolio

An important aspect of the *NCTM Curriculum and Evaluation Standards* is the expectation that all students can learn important mathematics. Your students are individuals who may differ in their approaches to learning mathematics. Total student participation requires accommodation of individual differences by creating or adapting instructional opportunities. **Since you cannot identify every change you make for every student, choose two students and focus on the ways you accommodate their individual learning needs throughout the portfolio.**

Your portfolio commentaries will describe how you analyzed their learning, and then designed or modified instruction to fully engage these two students in learning mathematics. **These commentaries will provide some indication of your ability to make adaptations for all students.** The choice of students is up to you, but follow the same two students throughout the portfolio.

Choose two students who are different from one another and who capture some of the instructional challenges that their class presents. One student may be typical of the class; another may be mathematically gifted. You may choose a student who is math-phobic, new to the school, experiencing academic difficulties, struggling with mathematics, or who has a primary language other than English. The student may have been identified as having a physical, sensory, behavioral, or learning disability. Perhaps a student is representative of a group of students traditionally poorly served in schools in general or mathematics classrooms in particular e.g., students of a particular socioeconomic class, culture, ethnicity, or gender.

Once you have selected a colleague and decided on a focus (e.g., lessons, class, and students for your portfolio), you are ready to begin. To help focus your portfolio commentaries, pay close attention to the **Guiding Questions**, the *Indiana Standards for Teachers of Mathematics*, and the *National Mathematics Teaching Standards*.

PART A: THE CONTEXT OF YOUR TEACHING

Part A provides an introduction to the community, the class, and the students you highlight.

- ✓ Select the course and class with which you will work.
- ✓ Select two students in the class whose work you will highlight.
- ✓ Identify a colleague or colleagues who will support you in this assessment.

Task A.1: Teaching Portfolio Class Profile Form

- ☒ Complete the Teaching Portfolio Class Profile Form (Appendix T.1) and include as the first page of your portfolio.

Task A.2: Introduction to the Teaching Portfolio Unit

- ☒ Write a 1-3 page (single-sided, double-spaced, font no smaller than 12) commentary that sets the context for instruction in terms of the community, the class, and the students in the class. In your commentary respond to the following prompts:
 - ✎ Describe your school and the community that it serves that sets a context for where you teach. **(Do not mention the name of your community or school.)**
 - ✎ Describe how your school is organized (e.g., interdisciplinary teams, subject matter departments). Describe any state-wide, district-wide, school-wide, mathematics department, or team policies or philosophies that affect your teaching (e.g., text limitations, departmental examinations, district-wide curriculum, use of groups, use of technology) and of which you believe scorers of your portfolio should be aware.
 - ✎ Describe the students in the class in terms of their general interests, learning styles, and abilities.
 - ✎ Describe the mathematics topics and concepts students learned immediately before this unit and what they will learn immediately after it.
 - ✎ Describe the general mathematical understandings of students in your class (e.g., what do they do successfully and with what they are still struggling).
 - ✎ Describe the general mathematical understandings, interests, and dispositions of the two students you have chosen to highlight in your portfolio.

What to Submit:

- ☒ Teaching Portfolio Class Profile Form (Appendix T.1)
- ☒ Written commentary that sets the context for instruction in terms of the community, the class, and the students in the class.

Key Elements in the Evaluation of Part A

When reading your portfolio entries, scorers are looking for the key evidence listed below.

- 🔑 The teacher is aware of community and school factors that impact his/her teaching.
- 🔑 The teacher is aware of the learning characteristics of the students in his/her class.
- 🔑 The teacher demonstrates an understanding of the individual learning needs and interests of the two selected students.

PART B: DESCRIBE A COHESIVE SET OF MATHEMATICS LESSONS

Part B documents a **cohesive set of lessons organized around a sound, significant mathematical topic, concept, or idea**. The learning experiences should reflect appropriate curriculum goals, be relevant to learners, and be based upon principles of effective instruction.








Your plans, like any draft, are always subject to change. After each day of teaching, reflect on your instruction and identify modifications you made during the lesson or that you will make for the next day.

- ✓ Select a cohesive set of lessons (5-7 lessons, equivalent to approximately 5-8 hours of class time) organized around a sound and significant mathematical topic or idea. Depending upon the length of class periods at your school, this might represent one to three weeks of lessons. As you design your instruction, lessons may extend beyond one day. **Your selection of a series of lessons should include the introduction and development of a concept, including some form of cumulative assessment of learning related to the concept.**

Task B.1: Teaching Portfolio Unit Overview

- ☒ Complete a Series of Lessons Form to provide an overview of the series of lessons documented in the portfolio (see Appendix T.2.) **Place an asterisk (*) next to the Featured Lessons (lesson you videotaped).** Attach this form as the second page of your portfolio.

Task B.2: Commentary on Planning

- ☒ Write a 2-4 page commentary in which you illustrate general points of your instructional planning across the lessons. Use the prompts below to guide you as you write the overview:
 -  Describe the **goals and expectations** for student learning across this series of lessons.
 -  Describe how the lessons you have planned are connected and build on the mathematics that students have already learned.
 -  Describe how the **tasks** you plan to use promote students' abilities, interests, experiences, and learning styles.
 -  Describe the opportunities for **discourse** within these lessons and how you structure opportunities for discourse.
 -  Describe the **classroom environment** that you will establish for this series of lessons.
 -  Describe how you will **assess the student learning** that occurs throughout these lessons, how you plan to communicate to students what they are expected to learn, what criteria you will use to evaluate their work, and how you will provide feedback to the class and to individual students.
 -  Describe any **modifications** you plan to make to accommodate for different interests and experiences of the students in your class and for the two students, in particular, across the series of lessons in terms of the mathematics, the tasks, participation in discourse, the environment, and the ways in which you analyze learning.

Task B.3: Daily Lesson Logs and Reflection

- ☒ Describe (up to 3 pages per day) the daily lesson plans and reflect on the implemented lesson after you taught it. For each lesson in the unit (the duration of the lesson may extend beyond one day), respond to the following questions using Lesson Log Form (Appendix T.3):

BEFORE THE LESSON:

- ✎ What will students know and be able to do as a result of this lesson? Write mathematics objectives for the lesson in terms of concepts.
- ✎ List the mathematics task(s) that will be included in the lesson.
- ✎ How will you elicit student thinking and promote the students' role in oral/written discourse? Describe the teacher's role and the students' role in the classroom discourse.
- ✎ How will you modify, if necessary, the learning environment for this lesson to ensure the participation of all students? (This includes instructional tasks to accommodate diverse learners.)
- ✎ What informal and/or formal assessment methods will you use during this lesson? Provide a copy of any formal assessment.

AFTER THE LESSON:

- ✎ Based on your assessment of student learning, what adjustments, if any, will you make to your instruction for the next lesson and/or the next time you teach this lesson to a similar group of students? What did you find out about the impact of your teaching on student learning?
- ✎ For each lesson log, make copies of all relevant class handouts, text pages, overheads, assignments, and assessment tasks and attach them behind the daily lesson plan and reflection.

What to Submit:

- ☒ Series of Lessons Form
- ☒ Commentary on Planning
- ☒ Daily Lesson Log Forms (plans and reflection)
- ☒ Copies of daily class handouts, text pages, overheads, assignments, and assessment tasks

Key Elements in the Evaluation of Part B

When reading your portfolio entries, scorers are looking for the key evidence listed below.

- 🔑 The teacher selects meaningful tasks in terms of variety, richness, and responsiveness to students.
- 🔑 The teacher engages students in mathematical discourse.
- 🔑 The teacher connects instructional activities with his/her goals and objectives.
- 🔑 The teacher fosters conceptual understanding as well as procedural understanding.
- 🔑 The teacher monitors student learning and makes appropriate adjustments.

PART C: VIDEOTAPE TWO FEATURED LESSONS

To learn mathematics, students need to understand mathematical theorems and procedures, and apply the knowledge to solve problems in various contexts. Part C features two lessons.

- *The first focuses on the introduction and development of a concept or procedure.*
- *The second focuses on problem-solving and mathematical reasoning.*

Developing a concept or procedure refers to the various ways in which the teacher helps students to progress in their cumulative understanding of a particular idea, and to make connections among ideas they have studied.

Problem solving refers to situations in which students are exploring different solution approaches to unfamiliar problems. Problem solving is not just applying a learned algorithm in a new context. It requires the integration of different concepts and procedures, and the use of mathematical reasoning.

Mathematical reasoning refers to the cognitive processes required in order to make and test mathematical conjectures, construct arguments, judge the validity of arguments, formulate counter-examples, etc.

Task C.1: Feature Two Lessons

- ✓ Before you videotape, read the videotaping instructions in Appendix V.4. **It is important that scorers be able to hear and understand the voices of both the students and the teacher.** The instructions will help you document your teaching as fully as possible.

FEATURED LESSON #1:

- ✓ Select one lesson that focuses on the development of a mathematical concept or procedure. **Videotape the entire lesson.**

- ✓ Select 15-20 minutes from the tape that show how you helped students grapple with and develop understanding of a specific concept or procedure. In this lesson you should use concrete materials, models and/or technology to promote students' understanding. **Do not submit mini-cassettes.**
- ✓ Collect student work that was done during this lesson by the two highlighted students.

FEATURED LESSON #2:

- ✓ Select one lesson from your unit in which students will be engaged in mathematical problem solving and reasoning in both whole class and small group settings. **Videotape the entire lesson.**
- ✓ Select 15-20 minutes of video showing how you engage students in problem solving through different grouping arrangements.
- ✓ Collect student work that was done during this lesson by the two highlighted students.
- ✓ Copy the selected video segment(s) from each of the two Featured Lessons onto two master videotapes and submit with your portfolio. **Do not submit mini-cassettes.**
- ✓ Label the videotape with your Candidate ID #. Make and keep a copy of the videotape for your own files.

Task C.2: Complete the Featured Lesson Form



- ☒ Complete a Featured Lesson Form for each featured lesson (Appendix T.4.) Scorers will use the plans and attachments from the lesson as they review your videotape, commentary, and student work.



Task C.3: Submit Student Work from the Featured Lessons

- ☒ Provide copies of work produced by the two highlighted students. Attach your answer key for the tasks.

If the students worked in groups to complete the assignment, a group product is acceptable. If the student work was a project or a model, provide appropriate documentation. **Be sure to include written teacher comments on the student work, or submit other evidence that shows how you provided feedback to the students.**

Task C.4: Reflect on the Featured Lessons

- ☒ Write a commentary about Featured Lesson #1 and Featured Lesson #2 (up to 2 pages each), addressing the following questions. Cite specific examples from the videotape and student work to support your observations and analyses.
 -  Did you implement the lessons as planned? What changes did you make, if any, and why did you make these changes?
 -  How did the classroom management (e.g., grouping strategies, procedures, routines, etc.) facilitate students' problem solving and mathematical reasoning?






-  How did the use of materials, models and/or technology support students' understanding of the intended concept or procedure?
-  What criteria did you use for evaluation of students' learning in the featured lessons, and how did you communicate these criteria to the students?

What to Submit:

- ☒ Two Featured Lesson Forms
- ☒ Two copies of the tape containing the videotaped segments from two lessons
- ☒ Work produced by the two students in the two featured lessons, including feedback provided
- ☒ Commentaries about each of the featured lessons

Key Elements in the Evaluation of Part C

When reading your portfolio entries and viewing your videotape, scorers are looking for the following key evidence listed below.

-  The teacher uses appropriate instructional and grouping strategies to promote student learning.
-  The teacher effectively promotes student discourse and encourages participation and learning by all students.
-  The teacher provides opportunities for students to explore different approaches to solving problems and to explain their reasoning.
-  The teacher effectively uses a variety of materials, including hands-on, media, and technology, to further mathematical understanding.
-  The teacher effectively manages the physical arrangement, time, and classroom management aspects of his/her classroom.

PART D: ASSESSMENT OF STUDENT LEARNING







Part D documents **an assessment piece that you used to analyze student learning across all the lessons in the portfolio. Cite specific examples** of what students know and are able to do based on the student work samples you provide. Your analysis of student learning should also provide a basis for future instructional plans.

- ✓ Select a summative assessment that addresses learning across all lessons from the series of lessons that framed this portfolio. **The assessment must be one you designed or modified for your class, including scoring criteria.** Projects or models are acceptable as long as you can document them in your portfolio.

Task D.1: Assess Student Work

- ✓ Provide a blank copy of the assessment and your answer key or rubric you used for evaluation.
Include the copies of the assessment **from the two highlighted students with your evaluation (grade) and written feedback to the students.**

Task D.2: Comment on Assessment and Evaluation

- ☒ Write a commentary (up to 1 page) about your assessment, responding to the following questions/prompts:
 -  How does the assessment align with the instructional goals?
 -  Describe the criteria you used to evaluate the students' work on this assessment.
 -  How did you communicate your expectations to the students before the assessment?
 -  How did you communicate the quality of their performance to the students after the assessment?
- ☒ Write a commentary (up to 2 pages) about the work of the two highlighted students, responding to the following questions/prompts:
 -  Describe what the two highlighted students learned during the unit and what they still need to learn. Provide specific examples from the work to support your analysis.
 -  How does the submitted work reflect performance patterns of the whole class?

What to Submit:

- ☒ Copy of the assessment and scoring criteria, including your answer key or evaluation rubric
- ☒ Copies of the work of the two highlighted students that clearly indicate your evaluation (e.g., grades) and the written feedback you provided to the students
- ☒ Commentary on the assessment and its results

Key Elements in the Evaluation of Part D

When reading your portfolio entries, scorers are looking for the key evidence listed below.

- 🔑 The teacher effectively assesses student learning.
- 🔑 The teacher aligns assessments with his/her learning objectives.
- 🔑 The teacher accurately evaluates and interprets student work.
- 🔑 The teacher is able to diagnose student strengths and weaknesses.
- 🔑 The teacher clearly and accurately communicates expectations for student performance and feedback to students.

PART E: ANALYSIS OF TEACHING AND HOW IT RELATES TO STUDENT LEARNING

Part E is your own evaluation of the work in the portfolio and your reflection, emphasizing connections between student learning and your teaching practice.

Task E.1: Evaluate the Quality of Your Teaching

- ☒ Write a commentary (up to 2 pages) in which you analyze and reflect on your own teaching, responding to the following questions:
 - ✎ How did your instruction support the development of mathematical understandings and skills, and the problem solving capability of your students?
 - ✎ Which of the instructional strategies you used were most effective and least effective in promoting discourse and fostering understanding?
 - ✎ Overall, what might you do differently next time and why?

What to Submit:

- ☒ Commentary based on the review of your portfolio and your teaching performance

Key Elements in the Evaluation of Part E

When reading your portfolio entries, scorers are looking for the key evidence listed below.

- 🔑 The teacher is aware of the connections between student learning and instructional practices.
- 🔑 The teacher analyzes his/her teaching and proposes adjustments based on student learning.

TEACHING PORTFOLIO ASSEMBLY CHECKLIST

Ensure that your accordion folder includes the following materials **in the following order**:

☒ **APPENDICES R.1, R.2, R.3, AND R.4**

- ☐ **Complete the four forms.**
 - ☐ Return Receipt Form (Appendix R.1)
 - ☐ Teaching Authenticity Sign-off Form (Appendix R.2)
Be sure it contains your Candidate ID #.
 - ☐ Teacher Demographic Information Form (Appendix R.3)
 - ☐ Teaching Portfolio Reflection Form (Appendix R.4)
- ☐ **Photocopy each form and keep the photocopies for your records.**
- ☐ **Arrange the original forms in numerical order, fasten with a paper clip, and place in your accordion folder.**

☒ **PORTFOLIO**

- ☐ **Assemble the following forms, documentation and commentaries in the order listed below.**
 - ☐ Task A.1: Teaching Portfolio Class Profile Form (Appendix T.1)
(This completed page is the first page of the portfolio, but **do not number this page.**)
 - ☐ Task A.2: Introduction to the Teaching Portfolio Unit
(The pagination starts here.)
 - ☐ Task B.1: Teaching Portfolio Unit Overview (Appendix T.2)
 - ☐ Task B.2: Commentary on Planning
 - ☐ Task B.3: Daily Lesson Logs and Reflections (using Lesson Log Form, Appendix T.3)
 - ☐ Verify that the lesson logs are in chronological order from first lesson to last.
 - ☐ Verify that all relevant materials for each lesson accompany the plan for that specific lesson.
 - ☐ Task C.2: Complete the Lesson Form, Task C.3: Submit Student Work from Featured Lessons, and Task C.4: Reflect on the Featured Lessons are arranged in the following way:
 - ☐ First Featured Lesson Form (Appendix T.4) including student work and commentary
 - ☐ **Verify that the student work is identified as “First Featured Lesson: Student A,” and “First Featured Lesson: Student B.”**
 - ☐ Second Featured Lesson Form (Appendix T.4) including student work and commentary
 - ☐ **Verify that the student work is identified as “Second Featured Lesson: Student A,” and “Second Featured Lesson: Student B.”**
- Photographs** depicting models or posters created by the students that are part of their learning performance **can be added to the portfolio if they provide important information about student learning during the unit.**
- ☐ Task D.1: Assess Student Work
 - ☐ A copy of the Assessment and Scoring Criteria
 - ☐ An Answer Key, list of accepted responses or Response Guide
 - ☐ Student Work, including your written comments/feedback to students
 - ☐ Task D.2: Comment on Assessment and Evaluation
 - ☐ **Verify that each piece of student work is labeled as “Cumulative Assessment: Student A,” or “Cumulative Assessment: Student B.”**

- ☐ Task E.1: Evaluate the Quality of Your Teaching
- ☐ **Paginate your portfolio. Verify that pages were properly paginated.**
- ☐ **Verify the following:**
 - ☐ Your portfolio has been typed on 8½" x 11" white paper, single-sided, double-spaced in a non-script font no smaller than 12-point.
 - ☐ Your name, the school name, and students' names have been removed from all portfolio documents, including handwritten materials.
 - ☐ Your **Candidate ID #** appears on each page of the portfolio.
 - ☐ All student work includes the corresponding lesson number to which it pertains, or the lesson number when the work was assigned and accompanying handouts or directions.
 - ☐ Handwritten documents (e.g., students' work, teacher feedback) are legible.
- ☐ **Make two (2) photocopies of the portfolio.**
- ☐ **Verify that copies are one-sided, all student work is photocopied, and every page is legible.**
- ☐ **Secure your original with a binder clip. Secure each copy with a binder clip.**

Do not enclose individual portfolio pages in plastic page protectors.

- ☐ **Place the original and one copy into your accordion folder. Keep one copy for your records.**

☐ **VIDEOTAPE**

- ☐ **Verify the following:**
 - ☐ Videotape segments follow the guidelines outlined in Task C.1: Feature Two Lessons.
 - ☐ Videotapes (original and two copies) are of sufficient technical quality (i.e., students and teacher can be clearly heard) and are not on mini-cassettes.

Videotapes of insufficient quality will not be accepted and your portfolio will be deemed incomplete.

- ☐ Your **Candidate ID #** appears on your videotapes (original tape and two copies).
- ☐ **Place the original tape and one copy of the tape into your accordion folder. Keep one copy for your records.**

What to Submit in Accordion Folder:

- ☐ **a packet of forms R.1-R.4, paper clipped**
- ☐ **the original portfolio, binder clipped**
- ☐ **one legible copy of the portfolio, binder clipped**
- ☐ **the original videotape labeled with Candidate ID# (no mini-cassettes)**
- ☐ **one audible copy of the videotape labeled with Candidate ID# (no mini-cassettes)**

SECTION IV. APPENDICES

APPENDIX R.1: RETURN RECEIPT FORM

Beginning Teacher Assessment Program

Directions: *Complete this form and place it as the first item in you accordion folder when you submit your portfolio.*

Mailing or Delivery Date of Portfolio: _____

Candidate Identification (ID) Number: _____

Candidate Name: _____

Address to which this receipt should be mailed:

Home Address (if different):

Telephone Number: _____

Email Address (es): _____ (home)

_____ (school)

Superintendent's Name: _____

School District/School Name _____

Mailing Address: _____

School Telephone Number: _____

Optional: If you wish a copy of this receipt mailed to your superintendent, please check the box below.
This will be done at the time of portfolio receipt.

☐ ***Please send a copy of this receipt to my superintendent.***

APPENDIX R.2: TEACHER PORTFOLIO AUTHENTICITY SIGN-OFF FORM

Indiana Professional Standards Board Beginning Teacher Assessment Program

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

This teaching portfolio has been submitted as part of completing the Beginning Teacher Assessment Program and meeting requirements for eligibility for the Proficient Practitioner License. This attestation is an acknowledgment that the **ultimate responsibility for compiling the portfolio documentation** (including writing the commentaries) **lies with the beginning teacher**. However, beginning teachers are *encouraged* to seek assistance, input and feedback from the mentor, principal or other colleagues in preparing for the portfolio assessment.

Attestation by Beginning Teacher

- I have primary responsibility for teaching the students/classes profiled in this teaching portfolio.
- The videotape(s) submitted shows me teaching the students/classes profiled in this teaching portfolio.
- The student work included in the documentation is that of my students who are profiled in the unit documented in this teaching portfolio.
- I am the sole author of the teacher commentaries and other written responses to portfolio questions and forms in this portfolio.
- There is no plagiarized material in the portfolio.

Teacher's Signature

Teacher's Name (printed)

Date

Candidate ID#

Attestation by Principal

To the best of my knowledge, the statements above are accurate.

Principal's Signature

Principal's Name (printed)

Date

APPENDIX R.3: TEACHER DEMOGRAPHIC INFORMATION FORM

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

Note: This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way.

1. Your Social Security Number: _____
2. Your gender: ☐ 1. Female ☐ 2. Male
3. Your ethnicity (**Check one**):
☐ 1. Asian American
☐ 2. Black
☐ 3. Hispanic
☐ 4. Native American
☐ 5. White
4. Regional ESC number (*See Educational Service Centers graphic that follows this form*): _____
5. School type where you teach (**Check one. If you teach at more than one school, check for primary school type**):
☐ 1. Elementary School
☐ 2. Middle/Junior High School
☐ 3. High School
☐ 4. Other _____
(Please specify)
6. Grade levels included in school where you teach. (**Check one. If you teach at more than one school, check for primary school type**):

<input type="checkbox"/> 1. pk-4 or pk-5	<input type="checkbox"/> 3. k-4 or k-5	<input type="checkbox"/> 5. 5-8, 6-8, or 7-8
<input type="checkbox"/> 2. pk-6, pk-7, or pk-8	<input type="checkbox"/> 4. k-6, k-7, or k-8	<input type="checkbox"/> 6. 9-12
		<input type="checkbox"/> 7. Other _____

(Please specify)
7. Your specific teaching assignment (**Check one**):
☐ A. Departmentalized by subject matter
☐ B. Interdisciplinary team
☐ C. Co-teaching in regular classroom
☐ D. Team teaching in regular classroom
☐ E. Art or music instructor only
☐ F. Self-contained classroom (most students are present for a full day)
☐ G. Resource room (students are present for two hours or less per day)
☐ H. Part-time special class (students are present for more than 2 hours per day, but less than a full day)
☐ I. Other: _____
(Please specify)

8. Which below characterizes your assigned mentoring situation during your first year of teaching?

(Check one)

- ☐ A. Individual mentor teaching in my content area and building
- ☐ B. Individual mentor teaching in my content area, but not building
- ☐ C. Individual mentor teaching in my building, but not content area
- ☐ D. Individual mentor, but one not teaching in my content area or building
- ☐ E. Team mentoring, with at least one mentor teaching in both my content area and building
- ☐ F. Team mentoring, with at least one mentor teaching in my content area, but not building
- ☐ G. Team mentoring, with at least one mentor teaching in my building, but not content area
- ☐ H. Other _____

(Please specify)

9. At which institution and level did you complete your teacher preparation program/coursework related to your current license and teaching assignment in Indiana? ***(Check all that apply)***

INSTITUTION:

- | | | | |
|---|---|--------------------------------------|----------------------------------|
| <input type="checkbox"/> 1. Anderson University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 2. Ball State University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 3. Bethel College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 4. Butler University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 5. Calumet College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 6. Depauw University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 7. Earlham College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 8. Franklin College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 9. Goshen College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 10. Grace College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 11. Hanover College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 12. Huntington College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 13. Indiana State University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 14. Indiana University Bloomington | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 15. Indiana University East | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 16. Indiana University Kokomo | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 17. Indiana University Northwest | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 18. Indiana University South Bend | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 19. Indiana University Southeast | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 20. Indiana Wesleyan University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 21. IU PU at Fort Wayne | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 22. IU PU at Indianapolis | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 23. Manchester College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 24. Marian College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 25. Oakland City University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 26. Purdue University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 27. Purdue University Calumet | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 28. Saint Francis College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 29. Saint Joseph's College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 30. Saint Mary's College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 31. St. Mary of the Woods College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |

- | | |
|---|---|
| <input type="checkbox"/> 32. Taylor University | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 33. Tri State University | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 34. University of Evansville | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 35. University of Indianapolis | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 36. University of Notre Dame | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 37. University of Southern Indiana | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 38. Valparaiso University | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 39 Wabash College | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 40. Alternate Route to Licensure | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 41. Out-of-State: _____ | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |

(Please specify institute)

- ☐ 42. Other: _____

(Please specify)

10. Using the scale provided, please rate the following resources in your school.

(Note: N/A means Not Applicable)

- | | |
|--|--|
| A. Number of computers: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| B. Computer accessibility: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| C. Library/media resources: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| D. Library/media accessibility: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| E. Lab equipment: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| F. Number of basic calculators: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| G. Number of scientific calculators: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| H. Number of graphing calculators: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| I. Laboratory materials/supplies: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| J. Internet capability (teachers): | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| K. Internet capability (students): | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| L. Other technology (Specify) : | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |

11. Which of the following computer resources did you use, or have your students use, during the teaching of your portfolio unit? **(Check all that apply)**

	<u>You</u>	<u>Students</u>
A. Word Processing	_____	_____
B. PowerPoint or other type of presentation	_____	_____
C. Internet	_____	_____
D. Spreadsheet	_____	_____
E. Data analysis	_____	_____
F. Instructional programs (e.g., computer simulation, guided instruction)	_____	_____
G. Other (Please specify)	_____	_____

EDUCATIONAL SERVICE CENTERS

Region 1

Southern Indiana Education Service Center
Jasper, IN 47547

Region 2

William E. Wilson Education Center
Charlestown, IN 47111

Region 3

West Central Education Center
Greencastle, IN 46135

Region 4

East Central Education Center
Connersville, IN 47331

Region 5

Wabash Valley Education Center
West Lafayette, IN 47906

Region 6

Northwest Indiana Education Center
Highland, IN 46322-1299

Region 7

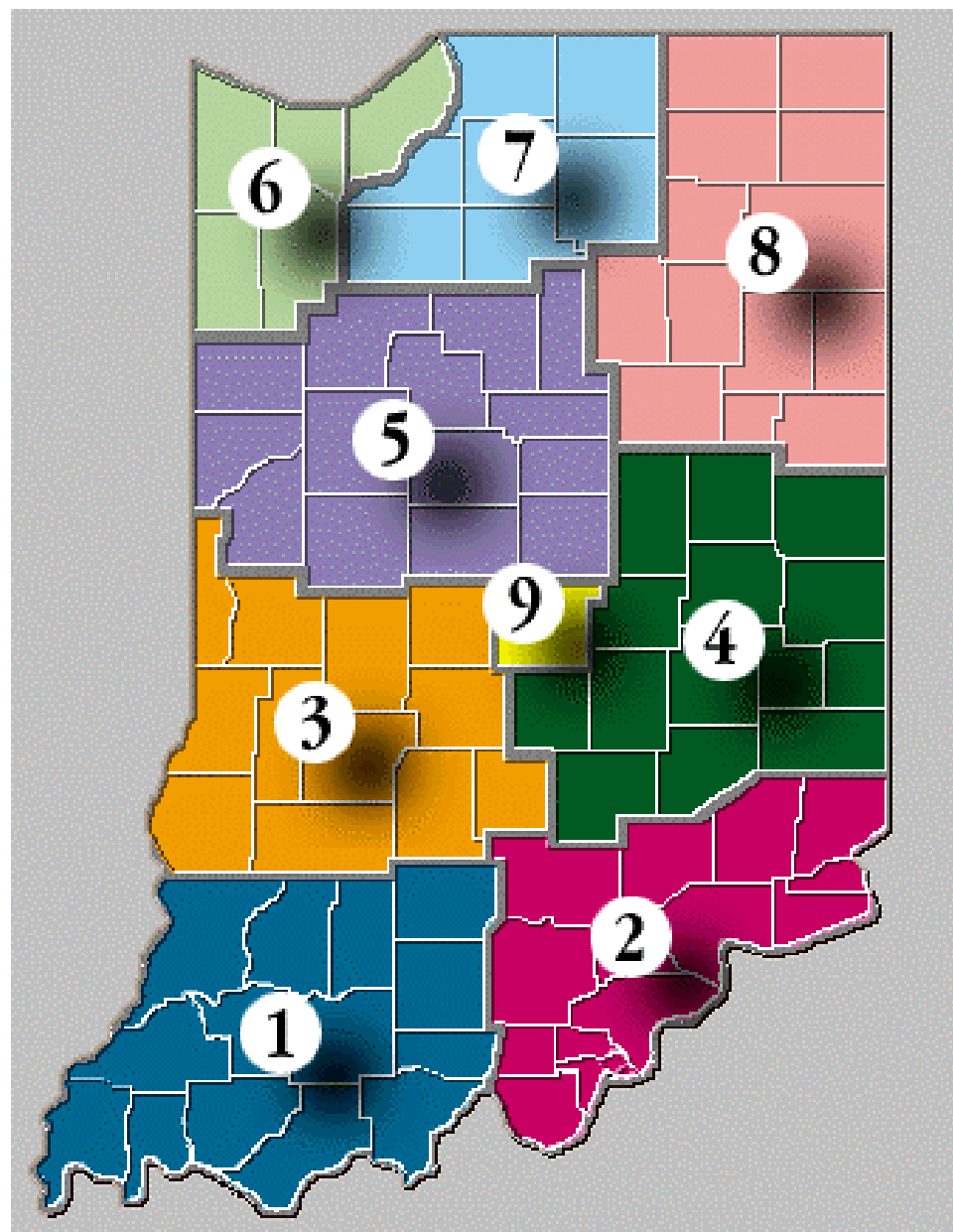
Northern Indiana Education Center
Mishawaka, IN 46545

Region 8

Region 8 Education Service Center
Markle, IN 46770

Region 9

Central Indiana Education Service Center
Indianapolis, IN 46268



APPENDIX R.4: TEACHING PORTFOLIO REFLECTION FORM

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

Note: This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way. PLEASE PROVIDE ANY WRITTEN COMMENTS ON THE BACK OF THIS FORM.

1. Your Social Security Number: _____
2. Your content area: _____
3. Which of the following were sources of support for you as you completed your portfolio?
(**Check all that apply**)
 - ☐ Beginning teachers also completing portfolios
 - ☐ Colleagues who had completed portfolios in previous years
 - ☐ Other colleagues (**Please specify**): _____
 - ☐ My formally assigned mentor
 - ☐ Support seminars (**Please specify - district, consortium, building, etc.**) _____
 - ☐ My principal
 - ☐ My department chair
 - ☐ IPSB Teacher-in-Residence or scorer (**Please specify**) _____
4. For each statement below, please indicate your level of agreement by checking either ***Strongly Agree, Agree, Disagree, or Strongly Disagree.***

Completing this portfolio provided me the opportunity to demonstrate:

- a. ...my content area knowledge in a way that was not assessed with the Praxis II exam.
 - ☐ 1. Strongly Agree ☐ 2. Agree ☐ 3. Disagree ☐ 4. Strongly Disagree
- b. ...my understanding of the content standards.
 - ☐ 1. Strongly Agree ☐ 2. Agree ☐ 3. Disagree ☐ 4. Strongly Disagree
- c. ...my ability to design instruction.
 - ☐ 1. Strongly Agree ☐ 2. Agree ☐ 3. Disagree ☐ 4. Strongly Disagree
- d. ...my ability to implement instruction.
 - ☐ 1. Strongly Agree ☐ 2. Agree ☐ 3. Disagree ☐ 4. Strongly Disagree
- e. ...my ability to assess student work.
 - ☐ 1. Strongly Agree ☐ 2. Agree ☐ 3. Disagree ☐ 4. Strongly Disagree
- f. ...my ability to monitor and adjust instruction based on student assessment.
 - ☐ 1. Strongly Agree ☐ 2. Agree ☐ 3. Disagree ☐ 4. Strongly Disagree
- g. ...my ability to modify instruction based on accommodations to students' needs, interests, and backgrounds.
 - ☐ 1. Strongly Agree ☐ 2. Agree ☐ 3. Disagree ☐ 4. Strongly Disagree
- h. ...my ability to manage my classroom.
 - ☐ 1. Strongly Agree ☐ 2. Agree ☐ 3. Disagree ☐ 4. Strongly Disagree
- i. ...my ability to reflect upon my teaching practices.
 - ☐ 1. Strongly Agree ☐ 2. Agree ☐ 3. Disagree ☐ 4. Strongly Disagree

APPENDIX T.1: TEACHING PORTFOLIO CLASS PROFILE FORM

(This will be the first page of your portfolio)

Portfolio: Content area: _____ Course title: _____

Unit name: _____

Class that is the focus of the portfolio: Class minutes/day: _____ Class minutes/week: _____

Class sessions during the instructional unit: _____ Block schedule _____

(Specify & describe) _____

Class meetings with the selected class per year: _____

Grade level(s) in your portfolio class: pre-k 1 2 3 4 5 6 7 8 9 10 11 12

(Circle all that apply)

Composition of your portfolio class:

_____ Number of boys	_____ % Black
_____ Number of girls	_____ % Hispanic
_____ Number of bilingual students	_____ % White
_____ Number of students identified as	_____ % Asian/Pacific Islander
special education students	_____ % American Indian/Alaskan Native
	_____ % Biracial

Ability grouping: _____ heterogeneous _____ homogeneous (_____ advanced, _____ average, _____ general)

Primary texts used in portfolio class *(Please provide title, author/publisher, and date of publication of all textbooks or laboratory manuals, etc.)*

(Note: If elementary education teacher, please provide this information for both literacy and numeracy instruction)

Number of other adults in the room during portfolio instruction: _____

If one or more, please specify title(s)/role(s): *(Check all that apply)*

- ☐ Paraprofessional ☐ Parent volunteer
- ☐ Co-teacher ☐ Other

Community: _____ Rural _____ Suburban _____ Urban _____ Other

_____ Mostly affluent families _____ Mostly upper middle-class families

_____ Mostly lower middle-class families _____ Significant number of families at or near the poverty line

_____ Mixture of economic statuses *(Describe)*

School: _____ Pre-K _____ Elementary _____ Middle or Junior High _____ High School _____ Other

Total number of students in the school _____ Public _____ Private

Access to Technology:

Basic four function calculators	_____ exceptional	_____ adequate	_____ wanting
Scientific calculators	_____ exceptional	_____ adequate	_____ wanting
Graphing calculators	_____ exceptional	_____ adequate	_____ wanting
Computers	_____ exceptional	_____ adequate	_____ wanting
Manipulatives for inquiry	_____ exceptional	_____ adequate	_____ wanting
Consumables for Inquiry	_____ exceptional	_____ adequate	_____ wanting

Other technology (e.g., projection screen for computer or calculators, probes, internet connection)

Mentor:

_____ Building level content-specific supervisor
(e.g., department chair)

_____ Building level content-specific teacher

_____ Other _____

Teaching Assignment:

_____ Departmentalized by subject

_____ Interdisciplinary team

_____ Departmentalized and interdisciplinary

_____ Other _____

APPENDIX T.2: SERIES OF LESSONS FORM

Place an (*) next to the lesson #'s of the two Featured Lessons			
LESSON #:	CONCEPT	OBJECTIVES	LIST OF ATTACHED MATERIALS
1			
2			
3			
4			
5			
6			
7			
8			
9			

APPENDIX T.3: LESSON LOG FORM

Before You Teach:

PLANS FOR LESSON

Lesson #: _____

Mathematics Objectives: What will students know and be able to do as a result of this lesson? Write mathematics objectives for the lesson in terms of concepts.

Mathematics Task(s): List the mathematics task(s) that will be included in the lesson and provide copies of materials with each day's lesson log. If there are multiple tasks within the lesson, number each task and material with a corresponding number.

Opportunity for Discourse: How will you elicit student thinking and promote the students' role in oral/written discourse? Describe the teacher's role and the students' role in the classroom discourse.

APPENDIX T.3 (CONTINUED) LESSON LOG FORM

Environment Considerations: How will you modify, if necessary, the learning environment for this lesson to ensure the participation of all students?(This includes instructional tasks to accommodate diverse learners.)

Analysis of Learning: What informal and/or formal methods of assessment will you use during this lesson? Provide a copy of any formal assessment you plan to use in this lesson.

Every Day, After You Teach:

Analysis of Teaching: Based on your assessment of student learning, what adjustments, if any, will you make to your instruction for the next lesson, and/or the next time you teach this lesson to a similar group of students? What did you find out about the impact of your teaching on student learning?

APPENDIX T.4: FEATURED LESSON FORM

Lesson number: _____

Portfolio page numbers: _____

1. Is this your own classroom? _____ Yes _____ No
(If no, describe the classroom and the level to which you have control over the classroom environment.)

2. Describe the two highlighted students so they can be identified on the tape (e.g., girl in red sweater seated in back, boy with green book bag who asks me about using calculators).

3. Number of non-contiguous segments on the tape _____1 _____2 _____3

4. Brief description of segments (e.g., 5 minutes of introducing concept, 15 minutes of students working in groups to complete investigation, 5 minutes of class comparison of results)

Segment 1

Segment 2

Segment 3

5. Type of student assessment attached _____written _____video

APPENDIX V.1: NOTICE TO PARENT/GUARDIAN ABOUT VIDEOTAPING (ENGLISH)

Notice to Parents or Guardians

Dear Parent/Guardian:

I am participating in the Beginning Teacher Assessment Program developed by the Indiana Professional Standards Board. The Board is developing a new assessment system for licensing beginning teachers based upon standards for teaching. Beginning teachers will develop a performance portfolio to demonstrate what they know and are able to do. The goal of this program is to give new teachers more support and guidance to improve teacher quality while linking teaching standards to student standards for improved student learning.

I am sending you this letter to notify you that I will be videotaping selected lessons in my classes and submitting examples of student work as evidence of my teaching. Although the videotape will include both the students and myself, the primary focus of the tape is on my teaching, not the students in the class. Your child may be included in this videotape or his or her work included in the written materials I submit.

Please be aware students' names will not be included on any of the materials I submit, nor will students' identities or the school be revealed. The Indiana Professional Standards Board will only use the materials I submit for evaluation of my teaching, for research purposes, and for training educators.

If you object to your child being shown in the videotape that I submit, please let me know. Thank you for your help and consideration in this matter.

Sincerely,

Date: _____

APPENDIX V.2: NOTICE TO PARENT/GUARDIAN ABOUT VIDEOTAPING (SPANISH)

Aviso a los Padres o Tutores

Queridos Padres o Tutores:

Soy participante en el programa “Beginning Teacher Assessment”, un programa desarrollado por el Indiana Professional Standards Board (La Administración Profesional de los Requisitos de Indiana). Esta Administración está desarrollando un nuevo sistema de evaluar a los maestros al graduarse de la universidad, basado en los requisitos para la enseñanza. Los nuevos maestros van a preparar una cartera de realización para mostrar lo que sepan y lo que sean capaces de hacer. El objetivo de este programa es dar más apoyo y dirección a los nuevos maestros para mejorar la calidad de la enseñanza mientras que se conectan los requisitos de los maestros a los de los estudiantes para que los estudiantes aprendan mejor.

Les mando a Uds. esta carta para avisarles que voy a grabar en video unas lecciones en mis clases y que pienso entregar unos ejemplos del trabajo de los estudiantes como prueba de mi capacidad de enseñar. Aunque el video va a incluirnos a los estudiantes y a mi, el foco principal del video es de mi enseñanza, no de los estudiantes. Es posible que incluya a su hijo/a en el video y de que su trabajo sea incluido en las obras que yo entregue.

Quisiera que Uds. se den cuenta de que los nombres de los estudiantes no aparecen en el video, ni su identidad, ni el nombre de la escuela. La Administración de Los Requisitos de Indiana solo usan las obras que yo entregue para valorar mi enseñanza, para hacer investigaciones y para instruir a los maestros.

Si Uds. se oponen a que su hijo/a sea incluido en la grabación, haganme el favor de avisarme. Les agradezco mucho su cooperación en este asunto.

Sinceramente,

Fecha: _____

APPENDIX V.3: BTAP POLICIES GOVERNING THE USE OF VIDEOTAPES AND RELATED TEACHING PORTFOLIO MATERIALS

Videotapes and related materials submitted in connection with the BTAP are used for multiple purposes. These purposes fall generally into two categories: (a) uses for which teacher consent is not required, and (b) uses for which teacher consent is required, and the IPSB will ask for a teacher's consent prior to use.

(a) Uses for which beginning teacher consent is not requested:

- evaluation of teaching as part of BTAP assessments
- pilot-testing and validation of BTAP assessments
- training of scorers
- training of mentors

Materials used for the purposes described above will not include any identifying information, such as the names of teachers, students or schools. In addition, educators being trained as scorers or mentors will be required to sign a confidentiality form, indicating that they will not discuss the content of videotapes or related materials outside of the training session.

(b) Uses for which beginning teacher consent is required:

- professional development for beginning teachers, principals, and other educators involved in the BTAP in which illustrative examples of effective teaching practice are provided
- dissemination of exemplary examples of student work and curriculum materials for educational purposes such as teacher training
- videotape and portfolio-related materials selected to communicate the goals and programmatic aspects of the BTAP to a wide audience of educators

Neither communications materials nor examples of exemplary teaching, student work or curriculum will be used for any commercial purposes.

APPENDIX V.4: PROCEDURES FOR CLASSROOM VIDEOTAPING

Introduction

These procedures are provided to help you produce a video that clearly represents the teaching and learning in your classroom. In order to capture elements of effective instruction and student learning, you will need to produce a videotape of reasonable audio and video quality. Be sure to use a new, better quality VHS videotape. **Mini-cassettes cannot be submitted.** These procedures will help you successfully produce a video with minimum problems that will fulfill the requirements of these portfolio guidelines.

Preparation and Practice

First, we do NOT expect a television production. It is important, however, that the quality of the videotaped lessons/activities be sufficient for scorers to understand what happened in your classroom.

- ✓ If you are unfamiliar with the videotaping process and/or do not have access to video equipment, **consider the following resources** for equipment and videotaping assistance:
 - your principal
 - a mentor or colleague
 - your school or district media or A/V specialist
 - another beginning teacher who has done/is doing videotaping
- ✓ **Schedule/reserve** the necessary video/audio equipment well in advance.
- ✓ **Advise your principal** about your need to videotape lessons for the portfolio.
- ✓ **Meet** with the camera operator (student or colleague) to plan the taping prior to videotaping your lesson.
- ✓ **Discuss** the following questions:
 - Where will you and your students be during the lesson?
 - Will different activities require students to regroup or move around the classroom?
 - How will the use of instructional materials be recorded?
 - What will the video operator need to capture?
 - If applicable, when should the operator zoom in or rotate the camera to a new position?
- ✓ **Practice the videotaping process.** This will provide a chance to test the equipment and give your students an opportunity to grow accustomed to the camera.
- ✓ **Adjust**, if necessary, **for the light source** (incandescent, florescent, or daylight) each time a recording is made. Newer cameras may be automatic, thus requiring no adjustment.

Audio Guidelines

The microphone built into the camera may be adequate. After videotaping a lesson for practice purposes, test to determine whether the built-in audio is sufficient. When reviewing the videotape, consider whether others will be able to understand what you and your students said (e.g., teacher directions and questions, student questions and responses, discussions). If you find that the sound is unacceptable, try to obtain an external microphone (i.e., a microphone that can be connected to the camera and pick up sound throughout the classroom).

Other tips to improve audio:

- Remember that your sound recording will be better the closer the microphone is to the action. Decide where to position the microphone to best capture teacher and student voices. If you need to move the camera to capture the sound or action, be sure to keep the camera on during the move.
- For almost all video cameras, if you use an external microphone (generally connected to the external mike jack on the camera), the built-in microphone will automatically turn off. Only sounds picked up from the external microphone will be recorded. If the external microphone is not completely inserted in the jack, NO sound will be recorded. To test if the external microphone works, the camera operator may use headphones to listen as they record and review the practice videotape(s).
- Since audio is the most important aspect of videotaping, be sure to check your audio at each taping session with the headphones plugged into the camera or recorder. Many audio problems, such as poor connections between microphone cables, bad cables, noise from the hallway, etc., can be detected by periodic monitoring during recording. However, the best way to test for quality is to listen to the playback of the videotape.

Power and Safety Issues

When feasible, it is best to use AC power instead of batteries for videotaping, because most batteries used in today's camcorders develop a condition that prevents them from being fully charged. AC power may be the only effective way of operating a camera for 45-50 minutes. When AC power is being used, **make certain that any cables or extension cords are safely positioned in the classroom** to avoid injury to students and damage to equipment.

GLOSSARY OF TEACHING PORTFOLIO TERMS

Alignment refers to a direct relationship and link among standards, learning outcomes, lesson content instructional activities and assessment methods.

Assessment is a process designed to elicit what students know and are able to do with their knowledge.

- **Formative assessment** demonstrates the progress students make during the learning unit. Monitoring is ongoing and can be formal or informal.
- **Summative assessment** is usually a benchmark for what students should be able to demonstrate at designated times within a learning unit. There is some formality associated with it, even if the instrument is flexible and personal (e.g., journal entries).

Commentary is the written comments, reflections, and analyses of an instructor's teaching that provide the connections between the artifacts of his/her teaching and thinking, planning, and analysis. Commentaries should emphasize the reasons for the selections and decisions made as a teacher. The portfolio commentaries are all prompted within the content specific handbooks.

Differentiation is addressing learning modalities, appealing to diverse interests, using varied rates of instruction, and/or delivering content with varying degrees of complexity, based upon what students know and need.

Discourse includes the many ways students and teachers communicate to represent ideas and concepts. Discourse can be oral dialogue (conversation), written dialogue (reactions, feedback) or visual dialogue (charts, graphs, paintings). For a more detailed definition as provided by NCTM and its use in the professional teaching standards see Appendix S.1 of this document.

Inquiry is the process of investigation allowing students to actively engage a new concept or learning objective through exploration.

Performance-Based Assessment is an assessment that includes what a student or teacher is able to do (performance) rather than assessment that is simply an explanation of what they know.

Professional Growth includes information/experiences that allow a teacher to grow as a professional. Examples are experimenting with new approaches and strategies in the classroom, examining or reflecting on student learning and teaching with colleagues, participating in workshops, courses and other educational opportunities, reading and discussing ideas presented in professional publications, and other activities that help teachers develop as professionals and improve their teaching.

Reflective Practitioner is a teacher who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally and adjust his/her teaching to accommodate the needs of student learners.

CONTENT SPECIFIC TERMS

Connections are links. In mathematics, teachers promote student understanding of mathematics by demonstrating the interconnectedness of the concepts and procedures of mathematics, the connections between mathematics and other contents, and the connections between mathematics and the daily lives of their students.

Mathematical Tasks are the projects, problems, constructions, applications, exercises, and other tasks that students complete to learn meaningful mathematics. For a more detailed definition as provided by NCTM and its use in the professional teaching standards see Appendix S.1 of this document.

Non-whole Group Instruction is any instruction in which students are engaged that is other than whole group (i.e., the teacher working with the class as one group). This could be a collaborative group, students working in pairs, one-on-one instruction, or other instruction in which the entire class is divided in some way.

Numeracy is the knowledge, skills, and dispositions that enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within math, other content areas, and the world around them in order to solve problems.

Plans for Lessons are the Lesson Log format for lesson plans in the portfolio. It includes a two-page plan that highlights the mathematics tasks, discourse, environment, analysis of learning and teaching, and supporting documentation.

Samples of Teaching are the products of your classroom that help to illustrate your teaching. Examples include student tasks, projects, products, lesson logs, class notes, copies of overheads, copies of handouts, list of manipulatives, etc., that support the learning in your classroom.